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The purpose of the study was to assess the number of privately owned vocational schools, the occupations for which the schools train, and the extent of their enrollment and labor market placement. This study is the fourth dimension of a descriptive study encompassing formal vocational-technical education offerings in Alameda and Contra Costa Counties. The other parts of the study have been concerned with the vocational-technical education which is provided in the public sector of education in high school, junior college, and adult education programs and with vocational training provided by business, industry, labor, and government. The private school study has attempted to distinguish between the total weekly educational offerings and that which is specifically vocational. Some insight is provided into the nature of facilities available, the time required for each type of training, their approximate cost, and the nature of job placement experiences. (CH)

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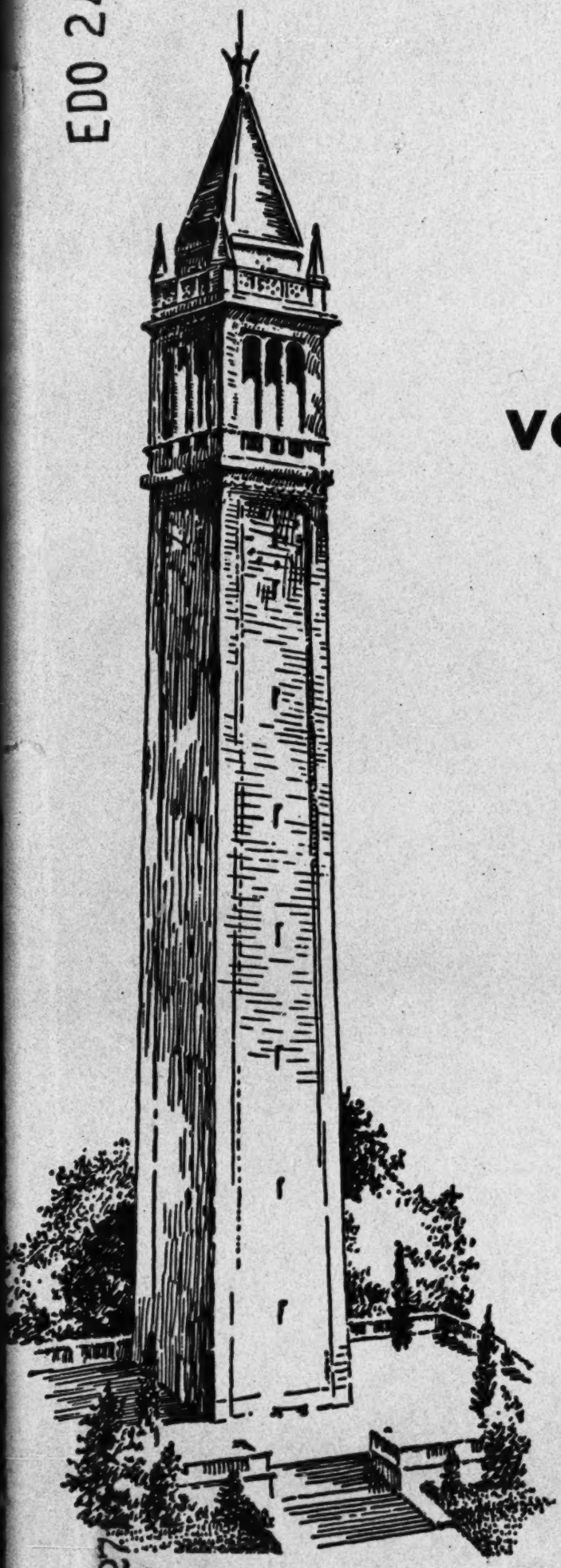

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RESEARCH AND DEVELOPMENT

IN

VOCATIONAL-TECHNICAL EDUCATION

VOCATIONAL EDUCATION IN THE INDEPENDENT SCHOOLS IN ALAMEDA AND CONTRA COSTA COUNTIES

REPORT NO. 1967–2

UNIVERSITY OF CALIFORNIA

BERKELEY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EDUCATION IN THE PRIVATELY OWNED VOCATIONAL SCHOOLS IN ALAMEDA AND CONTRA COSTA COUNTIES.

Report No. 1967-2.

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This study is one of a series of studies in vocational-technical education of Alameda and Contra Costa Counties, under the direction of J. Chester Swanson. The studies are financed by grants from the Vocational Education Section of the California State Department of Education.

School of Education, University of California
Berkeley, California
September 1967

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EDUCATION IN THE PRIVATELY OWNED VOCATIONAL SCHOOLS IN ALAMEDA AND CONTRA COSTA COUNTIES

INTRODUCTION

This study is the fourth dimension of a descriptive study encompassing formal vocational-technical education offerings in Alameda and Contra Costa counties. The other parts of the study have been concerned with the vocational-technical education which is provided in the public sector of education in high school, junior college and adult education programs and with vocational training provided by business, industry, labor and government. The purpose of the study was to assess the number of schools of each type that exist in this field, the occupations for which the schools train, and the extent of their enrollment and labor market placement. The private school study has attempted to provide added information in distinguishing between the total weekly educational offerings from that which is specifically vocational. Some insight is provided into the nature of facilities available, the time required for each type of training, their approximate cost and the nature of job placement experiences.

This study was one of several sponsored jointly by the California State Division of Vocational Education and the University of California at Berkeley. The study has been directed by Dr. J. Chester Swanson, Professor of Education, University of California. Data collection and analysis has been supervised by Ernest R. Neasham, Vocational-Technical Education Research Project Supervisor, University of California. The principal researcher was Abram Enns.

The research staff assigned to this study acknowledges with gratitude the cooperative reception given to staff members by the proprietors and directors of the schools when contacted and visited. The desired information, with but one exception, was provided readily. It was a pleasant and profitable experience for the researchers.

RELATED RESEARCH

Relatively little has been written about the impact of the privately owned schools on vocational-technical education. These schools do not draw appreciable attention as their attendance is voluntary, and they are not accountable to the public for financial expenditures, or the nature of their programs. Some information can be obtained through the literature which concerns adult education in general.

Johnston and Rivera[1] in their book, Volunteers in Learning, rather aptly place this dimension of vocational education in the more general framework of adult education. They estimated that in the year preceding June 1962, 25 million people were engaged in adult education. The more specific breakdown was that 2½ million people were studying full-time, 17 million part-time, and the remainder carried out some sort of independent study. Some 55 percent of these were female, as more girls than boys drop out of regular school before the age of twenty. Furthermore, a goodly number of women return to the labor force after the age of 35 when family responsibilities in child-rearing have mostly been discharged. This study suggests that some 33 percent take up vocational education. The authors predict that there will be a 70 percent increase in enrollment from people under 35 years of age in the next two decades. Repercussions of this, no doubt, will be felt in other aspects of vocational-technical education.

In an earlier study done by London, et al.,[2] in 1962 in the city of Oakland, California, the sponsorship of adult education was investigated. Of the 3,223 adult activities, educational institutions sponsored 51 percent, civic government 21 percent, voluntary organizations 16 percent, and employment-centered organizations 12 percent.

It was found that an open admission policy existed in most adult educational activities, with the exception of those sponsored by educational organizations. Certainly

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[1]Johnston, W. C. and Ramon J. Rivera, Volunteers in Learning, Chicago, Aldine Publishing Company, 1965.

[2]London, Jack, Robert Wenkert, and Warren O. Hagstrom, Adult Education and Social Class, Cooperative Research Project Number 1017, Berkeley, California, University of California, Survey Research Center, December, 1963.

other restrictions of age, physique, and previous education receive strong considerations in many proprietary schools as well as those that are financial, as these schools are in business for profit.

With the advancement of knowledge and the ever-increasing demands of technology, the unskilled or semi-skilled have decreasing employment possibilities. The introduction of cybernetics in combination with automation demands a new evaluation of the nature of education for employment. Perhaps a better liaison between the school, industry and the State Employment Service would result in a better projection of employment needs and thus contribute to a more efficient use of facilities and available talent.

The 1966 study of Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties[3] is supplementary to that of London, yet it deals more specifically with vocational education course offerings instead of broader adult education activities. The total enrollment of 21,763 in adult courses in the adult programs of secondary schools and junior colleges is quite impressive. No attempt is made in this study to determine how effective this educational program is in improving employment experiences of these adult students.

Kincaid and Podesta[4] of the Stanford Research Institute have done a preliminary survey of proprietary schools in Santa Clara County, in which 39 schools were classified by occupational area. This survey outlines the scope that a full study should anticipate, and identifies the areas in which further investigation is needed before the contribution of proprietary schools to the total vocational education effort in a community can be assessed. Some interesting hypotheses on the success of programs in private schools which parallel free public education are suggested.

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[3]Neasham, Ernest R. and J. Chester Swanson, Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties, Report No. 1966-4, School of Education, University of California, Berkeley, August 1966.

[4]Kincaid, Harry V. and Edward A. Podesta, An Exploratory Survey of Proprietary (Profit Making) Vocational Schools, Stanford Research Institute, Mimeo Report, 1966.

Classrooms on Main Street[5] by Harold F. Clark and Harold S. Sloan traces the origin and development of the independent schools in the United States of America. The legal support for vocational educational offerings in the town schools dates back to 1647 in Massachusetts. Federal legislation, such as the Smith-Hughes Vocational Education Act of 1917, provided encouragement and financial support not only for vocational education in general, but also for programs offered in private schools.

The nature of program offerings in private schools as they are influenced by affiliated associations, accreditation agencies and the labor market are well understood by Clark. His organization of schools approximates the Census occupational grouping, which is a useful basis on which future data can be compared. It was for this reason that a similar grouping was used for this study of private schools in Alameda and Contra Costa counties.

DEFINITIONS

Throughout this study the term vocational education refers to a course that provides skills and knowledge for a specific employment possibility. Most vital of all, the primary intent of the training offered is that it culminates in full-time gainful employment without additional training being necessary beyond the offerings provided in that institution. School offerings that are designed to develop poise, speech or confidence, or other personal attributes are not considered vocational. Furthermore, all course offerings which are defined as prerequisites in professional education leading to a degree have been deleted.

Private schools are those which are privately owned and operated. If the school is operated as a welfare or other government agency, it is not considered as a private school. This, of course, does not exclude schools which may receive some minor government assistance. The students may receive money for tuition, fees and a subsistence allowance from a government agency.

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[5]Clark, Harold F. and Harold S. Sloan, Classrooms on Main Street, New York, Teachers College, Columbia University Press, 1966.

Semiprofessional education is defined as an educational program which requires two to three years of preparation for students to acquire a sufficiently high level of proficiency in the skills and knowledge of the occupation. In this study the term refers primarily to registered nurses.

The word, program, refers to a series of integrated or complementary courses which as a unit provide the essential knowledge and skills necessary to successfully engage in a specific occupation.

The student hours in this study are periods of time during which the students actually are receiving instruction. These periods vary from 40 minutes to one hour. The variation of time exists mostly in the parochial schools, as the other private schools keep very closely to the 60 minutes period as their unit of time.

THE COLLECTION OF DATA

Newspaper advertisements, the yellow pages of the telephone directory, employment agency listings and all available indexes were carefully scrutinized for names, addresses and telephone numbers of prospective vocational schools in Alameda and Contra Costa counties. These schools were all contacted by telephone so as to inquire about their educational nature, inform the proprietor or director of the study, ask for their brochures or calendars and to request an interview by a member of the research staff at a later date. In this manner, correct addresses were obtained for 112 schools, most of which were visited by a member of the research staff. All interviews were conducted by appointment during the spring of 1967, commencing on February 23rd and terminating on April 18th.

Uniformity of the interviews was established by the use of questionnaires. Three different forms were devised so as best to compile the same information in the different school situations. The form most used was that designed to gather information from specialty schools. These are distinguished from other proprietary schools by the singularity of purpose. They concentrate mainly on providing special training in a single trade or service. Skilled trades, special industries, and personal and protective schools fall into this bracket.

In contrast to this another instrument was designed to best accommodate those schools with multiple offerings. These schools invariably supply an education and training for many related occupations. Business and semiprofessional schools are of this nature.

The third type of questionnaire was one modified from the high school study.[6] It best served to collect data from parochial and educational services schools.

The information that was sought was exclusively of a descriptive nature, and was not intended to evaluate the schools or their educational programs in any way. The questionnaire inquired into the following:

1. Enrollment by age and sex;

2. The number of periods per week a typical student spends in school;

3. The number of periods per week of this education that are specifically vocational by our definition of the term;

4. A description of the programs offered and their approximate duration and cost;

5. The type of placement that is available to students after successful completion of the program;

6. A description of the vocational facilities that the school owns or rents, as well as those of affiliated organizations which the school uses;

7. An accounting of the number of full- and part-time teachers employed by the various schools and the sources of these teachers.

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[6]A Study of Vocational Education in the High Schools of Alameda and Contra Costa Counties. (Unpublished as yet). Studies in Vocational-Technical Education, School of Education, University of California, Berkeley, 1967.

Clark and Sloan's[7] method of grouping data approximates that of the Census Occupational Groupings[8] and allows us to present our information on the types of schools, enrollments, weekly time spent and the nature of the facilities in use as they are distributed by county, by city, and by curricular offerings. Thus it is possible to tabularize the information so as best to demonstrate the total impact of vocational-technical education by the private schools. Obviously, this type of approach does not make full use of all information collected. The omissions relate to individual or small groups of similar schools. To best report as much of the findings as possible, it was decided to publish an index which will provide somewhat more specific information as it applied to the individual school. The major report will be concerned with general information classified by seven occupational categories.

It should be noted that the occupational category divisions of semiprofessional and business schools is further classified in terms of the length of time that their curricula require for completion.

The only deviation from this set pattern are the parochial schools which have vocational course offerings spread out over a four-year program. There are no offerings that have a vocational course sequence which spans more than two years. It is very difficult to determine the exact intent of these courses, since some (e.g., typing) may be thought of as a useful skill in the student's future professional pursuits. Since the stated aims of these schools are primarily to provide college preparatory education, the percentage educational distribution that is vocational is based on that preparation of twelfth grade students only who are going to work after graduation. It is for this reason that all parochial schools which have no students entering the world of work are not considered in the major report. They do, however, appear in the index.

A more comprehensive picture is perhaps portrayed by the percentage distributions in each category both in the overall analysis and in the separate county analyses.

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[7]Clark, Harold F. and Harold S. Sloan, Classrooms on Main Street, New York, Teachers College Press, Columbia University, 1966.

[8]U.S. Census, 1960.

FINDINGS

Student Enrollment.

The tables on the following three pages present some very interesting information. Of the 13,275 total enrollment, 83 percent of the students are in Alameda county and only 17 percent in Contra Costa county. As might be expected the greatest enrollment is concentrated in the parochial schools. Some of these have elementary school children, but they are not represented in this tabulation.

Contra Costa county has neither semiprofessional nor business private schools which have a program beyond two years in duration, nor skilled trade schools. This accounts for the variation in percentage distribution of enrollment as the paucity of total numbers lends an artificial inflationary quality to the enrollment in beauty colleges and electronic schools.

In Alameda county there is a much greater demand for many different types of training because of industrial and business demands. Therefore, they must cater to other needs besides those defined as personal or protective. Business, unclassified and semiprofessional schools all receive equal attention.

In spite of this difference between the two counties, it is found that the percentage distribution of enrollment by sex is very nearly the same: 42% male and 58% female in Alameda county, as compared to 41% male and 59% female in Contra Costa county.

Table 1

Student Enrollment in Private Schools Offering Vocational Education in Alameda and Contra Costa Counties

Type of School	Alameda County				Contra Costa County					
	M	F	Total	Per-cent	M	F	Total	Per-cent	Grand Total	Per-cent
Semi-Profess-ional	622	545	1,167	11 %	521	9	530	24 %	1,697	13 %
Business	481	949	1,430	13 %	15	122	137	6 %	1,567	12 %
Skilled Trades	225		225	2 %					225	2 %
Special-ized Industry	234	174	408	4 %	82	49	131	6 %	539	4 %
Personal and Pro-tective	608	1,284	1,892	17 %	9	517	526	23 %	2,418	18 %
Parochial	1,726	2,908	4,629	42 %	278	632	910	40 %	5,539	41 %
Other	734	526	1,260	11 %	15	15	30	1 %	1,290	10 %
Totals	4,625	6,386	11,011	100 %	920	1,344	2,264	100 %	13,275	100 %

Table 2

Total Student Enrollment in Private Schools
Offering Vocational Education in Alameda County

Semi-Professional	Male	Percent	Female	Percent	Total	Percent
Program 2 yr. and more	18	.2%	515	5 %	533	5 %
Program 1 - 2 yr.	149	2 %	8	.1%	157	2 %
Program Less than 1 yr.	455	4 %	22	.2%	477	4.3%
Subtotal	622	6 %	545	5 %	1,167	11 %
Business						
Program 2 yr. and more	293	3 %	357	3 %	650	6 %
Program 1 - 2 yr.	50	0	172	2 %	222	2 %
Program Less than 1 yr.	138	1 %	420	4 %	558	5 %
Subtotal	481	4 %	949	9 %	1,430	13 %
Skilled Trades	225	2 %			225	2 %
Specialized Industry	234	2 %	174	2 %	408	4 %
Personal and Protective	608	5 %	1,284	12 %	1,892	17 %
Parochial	1,724	16 %	2,908	26 %	4,629	42 %
Other	734	6 %	526	5 %	1,260	11 %
Totals	4,625	42 %	6,386	58 %	11,011	100 %

Table 3

Total Student Enrollment in Private Schools
Offering Vocational Education in Contra Costa County

Semi-Professional	Male	Percent	Female	Percent	Total	Percent
Program 2 yr. and more	-	-	-	-	-	-
Program 1 - 2 yr.	400	18 %	-	-	400	18 %
Program Less than 1 yr.	121	5 %	9	1 %	130	6 %
Subtotal	521	23 %	9	1 %	530	24 %
Business						
Program 2 yr. and more	-	-	-	-	-	-
Program 1 - 2 yr.	5	.2%	45	2 %	50	2 %
Program Less than 1 yr.	10	1 %	77	3 %	87	4 %
Subtotal	15	1 %	122	5 %	137	6 %
Skilled Trades	-	-	-	-	-	-
Specialized Industry	82	4 %	49	2 %	131	6 %
Personal and Protective	9	.4%	517	23 %	526	23 %
Parochial	278	12 %	632	28 %	910	40 %
Other	15	1 %	15	.7%	30	1 %
Totals	920	41 %	1,344	59 %	2,264	100 %

Vocational Education in Proprietary Schools.

Where is the educational emphasis according to the time? The total number of student contact hours per week is calculated by multiplying the number of students by the number of hours spent in school per week. These products are added to give subtotals for each category. Each school respondent also either calculated or estimated the percentage of the total weekly time spent which was specifically vocational, and not merely interesting or useful. This percentage then multiplied by the total time spent in each institution resulted in figures which represent the amount of time spent in vocational-technical education. If a school should devote its entire time to vocational endeavors, the number of vocational hours spent would equal the total number of student contact hours.

In Tables 4, 5, 6 and 7 the contrast between the number of student contact hours, and the number of vocational hours is very marked. Even though 55 percent of the total student hours are in the parochial schools, their vocational activity is only 4 percent of the total.

The total education in each county found to be vocational was shown to be 41.2 percent of the total number of student contact hours of education, of which 82 percent were provided in Alameda county, and only 18 percent in Contra Costa county. The number of hours that were defined as vocational paralleled this distribution almost exactly with 81 percent of the total being provided in Alameda, and 19 percent in Contra Costa county.

Table 4

The Total Number of Student Hours per Week
Compared to the Number of Vocational Student Hours

Type of School	Alameda County		Contra Costa County		Total	
	Total Student Hours	Vocational Student Hours	Total Student Hours	Vocational Student Hours	Total Student Hours	Vocational Student Hours
Semi-Professional	28,380	24,745	5,300	4,364	33,680	29,109
Business	30,783	30,579	3,155	3,155	33,938	33,734
Skilled Trades	6,818	6,724	-	-	6,818	6,724
Specialized Industry	2,845	2,845	990	990	3,835	3,835
Personal and Protective	52,855	46,363	17,806	17,806	70,661	64,169
Parochial	157,065	5,427	36,849	275	193,914	5,702
Other	6,425	688	240	12	6,665	700
Totals	285,171	117,361	64,340	26,602	349,411	143,973

Table 5

The Percentage Distribution* of Student Hours per Week Compared to That Spent Specifically in Vocational Education

Type of School	Alameda County		Contra Costa County		Total	
	Percent Hours Spent	Percent Vocational Hours Spent	Percent Hours Spent	Percent Vocational Hours Spent	Percent Hours Spent	Percent Vocational Hours Spent
Semi-Professional	10	21	8	16	10	20
Business	11	26	5	12	10	23
Skilled Trades	2	6	-	-	2	5
Specialized Industry	1	2	2	4	1	3
Personal and Protective	19	40	28	67	20	44
Parochial	55	4	57	1	55	4
Other	2	1	.4	.1	2	1
Totals	100	100	100	100	100	100

*This table gives proportions based on the numbers in Table 4.

Table 6

The Total Number of Student Hours per Week, and the Number of Student Hours Spent in Vocational Education in Alameda County

Type of School	Total Student Hours	Percent	Vocational Student Hours	Percent	Percentage of Instruction Devoted to Vocational Education
Semi-Professional					
Program 2 yr. and more	17,900	6 %	17,900	15 %	100 %
Program 1 - 2 yr.	4,600	2 %	4,417	4 %	96 %
Program Less than 1 yr.	5,880	2 %	2,428	2 %	41 %
Subtotal	28,380	10 %	24,745	21 %	87 %
Business					
Program 2 yr. and more	16,500	6 %	16,500	14 %	100 %
Program 1 - 2 yr.	5,515	2 %	5,311	4 %	96 %
Program Less than 1 yr.	8,768	3 %	8,768	8 %	100 %
Subtotal	30,783	11 %	30,579	26 %	99 %
Skilled Trades	6,818	2 %	6,724	6 %	98 %
Specialized Industry	2,845	1 %	2,845	2 %	100 %
Personal and Protective	52,855	19 %	46,363	39 %	88 %
Parochial	157,065	55 %	5,427	5 %	4 %
Other	6,425	2 %	688	1 %	10 %
Totals	285,171	100 %	117,366	100 %	41.2%

Table 7

The Total Number of Student Hours per Week, and the Number of Student Hours Spent in Vocational Education in Contra Costa County

Type of School	Total Student Hours	Percent	Vocational Student Hours	Percent	Percentage of Instruction Devoted to Vocational Education
Semi-Professional					
Program 2 yr. and more	-	-	-	-	-
Program 1 - 2 yr	4,000	6 %	4,000	15 %	100 %
Program Less than 1 yr.	1,300	2 %	364	1 %	28 %
Subtotal	5,300	8 %	4,364	16 %	82.3%
Business					
Program 2 yr. and more	-	-	-	-	-
Program 1 - 2 yr.	875	1 %	875	3 %	100 %
Program Less than 1 yr.	2,280	4 %	2,280	9 %	100 %
Subtotal	3,155	5 %	3,155	12 %	100 %
Skilled Trades	-	-	-	-	-
Specialized Industry	990	2 %	990	4 %	100 %
Personal and Protective	17,806	28 %	17,806	67 %	100 %
Parochial	36,849	57 %	275	1 %	.74%
Other	240	0	12	-	5 %
Total	64,340	100 %	26,602	100 %	41.3%

Urbanization and Vocational Education.

Proprietary schools are highly dependent upon a constant supply of students who desire the training that they have to offer. The distribution of people throughout the county is significant only as it is related to the concentration in urban areas. The larger a city, the greater its industry and the more is the demand for skilled craftsmen, professional workers, and service personnel. Consequently we would expect that the larger centers have the largest number of vocational schools, the schools have larger enrollments, and the curricular offerings are more diverse. Furthermore, a large center draws students who live in smaller cities within commuting distance. The fewer requirements of industry in smaller cities can be met by the local people being trained in the larger cities.

In Alameda county, 72 percent of the entire enrollment and 68 percent of all vocational education is provided by the largest two centers, Oakland and Berkeley. In Contra Costa county we found that Concord provides the greatest amount of vocational education. There is reason to believe that this is due to the factor of distance. The proximity of Walnut Creek and Richmond to larger areas is quite influential in drawing off students desiring special training.

Table 8

Vocational Education Distribution by Cities
Alameda County

Alameda County Cities	Number of Schools	Vocational Enrollment	Percent of County Enrollment	Vocational Student Hours	Percent of Total County Student Hours
Alameda	7	571	5 %	1,898	2 %
Albany	1	84	1 %	3,200	3 %
Berkeley	11	2,570	23 %	15,065	13 %
Hayward	6	574	5 %	7,831	7 %
Oakland	48	7,067	64 %	82,706	70 %
San Leandro	4	145	2 %	6,666	5 %
Totals	77	11,011	100 %	117,366	100 %

Table 9

Vocational Education Distribution by Cities
Contra Costa County

Contra Costa County Cities	Number of Schools	Vocational Enrollment	Percent of County Enrollment	Vocational Student Hours	Percent of Total County Student Hours
Castro Valley	1	50	2 %	795	3 %
Concord	6	845	38 %	8,394	32 %
El Cerrito	2	72	3 %	1,528	6 %
Fremont	2	97	4 %	3,492	13 %
Orinda	1	30	1 %	12	*
Richmond	6	504	23 %	4,560	17 %
Walnut Creek	6	656	29 %	7,826	29 %
Totals	24	2,254	100 %	26,607	100 %

*Less than 1 percent.

Concentration of Independent Schools by Curricular Offerings.

One barometer of people's values might be the degree to which they are willing to support the private schools. The nineteen parochial schools are the most prominent and least expensive in terms of student contact hours of education provided. Obviously, people are concerned about the education of their youth and find the means to place a college education within their grasp.

The conviction of the people of the economic importance of business education, and their belief in the concentrated programs of instruction of these schools are portrayed by their willingness to support nineteen schools of business. Twelve of these have short training periods and are the means by which many women acquire the skills so as to be eligible for gainful employment within short periods of time. Of equal importance is the support of beauty colleges. Respondents who operate the schools feel that feminine vanity is not the only factor supporting the beauty industry. Women who work have come to realize the value of natural beauty, artificially accented, as an asset in securing employment. When married men become temporarily unemployed the wife must often secure employment in order to provide the necessities of life. Respondents feel that women who must work will always try to look their best. In their minds, this explains the fact that beauty parlors do a good business even during times of recession. The beauty industry offers employment to a great number of women, as well as some men. The annual turnover of beauty parlor employees, which is estimated as 30 percent of the total service force, provides continuing employment opportunities in time of depression or prosperity.

Schools of nursing and health services are next in importance to the people of this area. A total of nine schools are operating in these counties. The status of the field and the labor market demand for such medical services is reflected here.

Finally, it should be noted that the real estate training and the flying schools speak for themselves on the transient nature of our society. In summary, we would list the values in this order: education of youth, commerce, beauty, physical health and transience.

Table 10

Type of Schools by Curricular Offering
Alameda County

Type of School	Number	Major Curricular Offering	Percent Vocational	Length of Program	Enrollment
Parochial	10	Commercial Courses	4 %	1 - 2 years	4,629
Educational Services	3	Supplements high school Contract education at request	9 %	3 weeks to 4 years	1,260
Beauty Colleges	13	Beauty Culture Cosmetology Teacher	100 %	9 mo.	897
Professional Secretarial (Business)	2	Legal and Medical Secretaries Accounting, Bus. Adm.	100 %	2 years	650
Office Training (Business)	9	Secretarial Practice Business Machines Med. & Dental Assts.	100 %	3 - 6 months	558
Nursing	4	Registered Nurses Training	100 %	3 years	503
Peace Officer Training	1	Preparation for Civil Service Examination Criminal Investigation	100 %	6 - 9 months	500
Flying Schools	4	Private and Commercial Pilot Training	41 %	3 - 12 months	477
Modeling Schools	2	Poise, Personal Development, Apparel merchandising	28 %	8 - 12 months	380
Real Estate	8	Real Estate Law, Real Estate Broker	100 %	8 weeks	299

Table 10 (Continued)

Type of Schools by Curricular Offering
Alameda County

Type of School	Number	Major Curricular Offering	Percent Vocational	Length of Program	Enrollment
Executive and Commercial (Business)	5	General Secretary, Junior Accounting, Computer Programming	95 %	7 - 15 months	222
Motor Mechanics	2	General Automotive	100 %	1 - 40 weeks	160
Electronic Schools	2	Electronics Technician, Electronic Mechanics	98 %	6 - 12 months	135
Tax Consultant	1	Tax Filing, Advanced Accounting	100 %	13 weeks	84
Barber School	1	Barbering	100 %	7 months	62
Art Schools	2	Commercial Art	100 %	1 - 3 yr	52
Marine Engineering	1	Marine Engineering License Preparation, Endorsement Preparation	100 %	4 - 6 weeks	40
Market Training	1	Cashier Training	100 %	4 weeks	35
Nurses's Aides	1	Nurse's Aide and Orderly Training	100 %	13 - 15 weeks	34
Deep Sea Diving	1	Underwater Technique	90 %	3 - 4 months	25
Bartending	1	Bartending	100 %	6 weeks	9
Totals Alameda County	*74				11,011

*Although 77 schools were contacted, only 74 reported any vocational education.

Table 11

Types of Schools by Curricular Offering
Contra Costa County

Type of School	Number	Major Curricular Offering	Percent Vocational	Length of Program	Enrollment
Parochial	5	Commercial Courses	4 %	1 - 2 years	900
Beauty Colleges	6	Cosmetology	100 %	9 mo.	452
Technical Training	1	Electronics Technician Diesel Mechanics	100 %	1 - 2 years	400
Flying Schools	1	Private and Commercial Pilot Training	26 %	3 - 12 months	130
Office Training (Bus.)	2	Secretarial, and Office Practice	100 %	3 - 6 months	87
Health Services	3	Hospital, Therapist, Convalescent Aides	100 %	3 - 4½ months	74
Real Estate	2	Real Estate Law Real Estate Broker	100 %	8 weeks 12 weeks	66
Executive and Commercial (Business)	1	Secretarial, Junior Accounting, Computer programming	100 %	1 - 1½ years	50
Tax Consultant	1	Tax Filing, Advanced Accounting	100 %	13 weeks	50
Education Services	1	Supplemental high school, Contract courses on request	6 %	3 weeks to 4 years	30
Market Training	1	Cashier Training	100 %	4 weeks	15
Totals Contra Costa County	24				2,254

Placement.

Each school has indicated the manner by which students were given assistance in finding employment commensurate with their training. In a few cases assistance is actually refused as finding his own employment is considered the acid test of the student's training. The highest percentage or placement occurs through requests from industry which has become aware of the quality of the type of product derived from each school. The most suitable graduate or near-graduate is sent out to interview the prospective employer.

More than a quarter of the students are assisted by the schools which keep up-to-date listings of employment positions. This is an unofficial service that, in a few schools is extended to the graduate for life. The third method of student placement is through the contacts of the teacher with industry, union or professional organization.

(a) The semiprofessional schools have formal methods by which students are inducted into the world of work. Perhaps the skills acquired place the students in a much better bargaining position as there is greater emphasis on the selectivity of the graduates from the requests coming from industry. The nursing schools recruit nurses for the sponsoring hospitals. As a number of hospitals vie for the talented skills of the registered nurse, her personal selection of employment is considerable.

(b) In the field of business we find that much greater emphasis is placed on providing graduates with employment. The schools certainly are not employment agencies, but many do keep a file of companies which require people with the capabilities that their school develops in their training program. A great deal of attention is paid to industrial requests made. A student may actually be placed in this manner before she has completed her course. The completion can be accomplished by transferring from day to night classes. As this service in some schools is provided beyond the duration of the course, it becomes a drawing card for students. Thus the activity of the school increases and so does the dependence of the student.

(c) The graduates of nursing schools, General Motors, and H. & R. Block Tax Preparation are prepared specifically to meet the standards of the organization which sponsors the school. In the case of the General Motors Company, it is obligatory for the student to also hold a job with a company selling General Motors products.

(d) In the skilled trades, more than in the other departments, we find individuals who make it their business to imbue the student with confidence that comes from being an accomplished craftsman. What is even more important, there is a concentrated effort to build up the pride of the individual student (e.g., of minority groups) in what he is as a person. Matching the student with a specific job is a common practice.

(e) The type of placement marked "Others" refers mostly to the supplying of students with publications with job listings by which information the students get jobs on their own.

(f) The schools that provide no placement information are mostly real estate and modeling schools. The modeling schools insist that part of their training is to build confidence and poise so that the acquisition of a job falls automatically under the student's own responsibility.

Facilities.

In general the study indicates that the number of student stations per classroom are fewer than those provided for similar functions in the public high schools or colleges. With the exception of the parochial and nursing schools, space is rented, and it was found that the class size is smaller, and analysis of the data gathered for this study shows that the amount of time that a student spends in school during the week is between 12 and 15 hours. Besides this, often the school accommodates day and evening students as well. It becomes very difficult to estimate the capacity of some of these schools since it is relatively easy to schedule another group of students at different times, or to extend the size of the school by renting another suite. The parochial schools and the nursing schools, and most of the beauty colleges, are running to capacity. A few schools have limited their enrollment and will not accept any beyond this number so as to keep the quality of training at a maximum.

The table indicates the number of facilities in each category and the number of student stations. The vehicles, planes, buses and boats are of the more expensive facilities, and these for the most part are owned by the respective schools. The capacity of the planes is considered as an indication of the number of student stations, since the policy of some flying schools is to train a student for the responsibilities of the occupation by having fellow students go along for the ride.

The facilities as well as the enrollment indicate that Alameda county is providing approximately four and one-half times as much vocational-technical training as Contra Costa county. It is interesting to note that a total of 9,276 student stations are provided in which vocational-technical education is provided without any cost of operation or facilities to the taxpayer.

Table 12

Distribution of Facilities by Type of School

Type of School	Alameda County		Contra Costa County		Total	
	Student Stations	Percent Distribution	Student Stations	Percent Distribution	Student Stations	Percent Distribution
Semi-Professional	1,916	25 %	62	4 %	1,978	22 %
Business	2,381	31 %	185	11 %	2,566	28 %
Skilled Trades	393	5 %	0	0	393	4 %
Specialized Industry	416	6 %	173	10 %	589	6 %
Personal and Protective	1,968	26 %	912	54 %	2,880	31 %
Parochial	438	6 %	294	17 %	732	8 %
Other	72	1 %	66	4 %	138	1 %
Totals	7,584	100 %	1,692	100 %	9,276	100 %

Student Distribution by Cost of Tuition and Fees in the Major Areas.*

The tabulation of student enrollment by the amount charged in tuition or fees is straightforward. It should be pointed out that the range of tuition and fees is either by the month or by the cost of the entire program. This is not to be interpreted as being the mode by which the tuition is charged by these institutions. The index prepared separately will indicate that the times at which tuition and fees are due may vary from institution to institution and many have arrangements favoring the financial disposition of the student.

The cumulative percentage enrollment points to the price-consciousness of students. Invariably, the least expensive offerings receive the greatest concentration of students. This is especially true in the fields of business and cosmetology. The men taking cosmetology courses, however, are willing to pay a little more for their courses. The average cost for Alameda County men is $352, as compared to $323 for women. In Contra Costa County it becomes even more pronounced, as men pay $352, and women only $300. The variation in tuition and fees charged by beauty colleges reflects the degree of inclusiveness and specialty, and not the quality of training provided.

It is interesting to observe that some schools with multiple program offerings, such as flying schools, have a built-in adjustment. Those that provide the most expensive private pilot training have the less expensive commercial pilot training and vice versa. The percentage enrollment in these two programs is greatly affected by this adjustment. Of the total enrollment, 65 percent are taking the private pilot training, of which 7 percent are women. Of these 70 percent are in the lowest priced programs. On the other hand, 60 percent of the commercial pilots are willing to pay in excess of $3,500 for their training. The age difference, the economic

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*See Appendix A, Tables (a) to (k) for more details.

value to the student, and the ability to pay are major factors. The average of commercial pilots-in-training is 27, while private pilot trainees are divided into two clusters, one around 18 years of age, and one around 36 years.

The medical aide schools' which include nurse's aides, convalescent hospital aides, physiotherapy aides, vocational nurses and orderlies, are mostly located in Contra Costa county. This is offset by the four nursing schools all of which are in Alameda county. There is no range of tuition or fees in this table, as there are only two specific prices, $200 and $245 per program. In the nursing schools, 57 percent of the enrollment is accommodated in the two schools which have the lowest tuition and fees. Certain adjustments were made with the information provided by the questionnaire and school catalogs, as some schools' tuition includes maintenance charges for room and board, while other schools do not have this arrangement. A third school allows the student to earn some of this maintenance by rendering service, starting with the second semester of attendance. This is an actual educational expense being defrayed. Consequently a median maintenance cost was calculated and added to the tuition and fees of schools which did not report this amount. With this adjustment, it was found that $3,500 for maintenance, tuition and fees could be used as the pivot point for the three year program in nursing.

The real estate schools have a very standard asking price for their program as $65 to $85 covers ninety percent of them. The only deviant from this is a school which specializes in real estate selling. The prerequisite for entrance is a realtor's license and, in fact, most enrollees are qualified brokers with field experience.

SUGGESTIONS FOR FURTHER RESEARCH

It is not the object of this study to evaluate the performance of private schools. All that has been attempted is to describe certain selected features of these schools. It would be necessary to develop further research in order to write a more comprehensive statement as to their impact on a regional, state and national level. The following are some suggestions for further investigation:

1. A longitudinal study of the students who go to these schools is desirable. Such a study might determine the levels of aspiration and motivation of these students.

2. It has been found that most teachers who are employed by private schools, with the exception of the semiprofessional schools, are drawn from industry. Little is known about their preparation, job satisfaction, general working conditions, community status, salary and fringe benefits, and frequency of retraining.

3. The nature of entrepreneurship involved in private schools and affiliations existing within chains of schools which have complementary and/or supplementary programs would be interesting.

4. Finally, a study might be undertaken to investigate possibilities by which high school students would be allowed to take part of their education in private vocational schools. As long as the public institution does not impinge upon or restrict the private institution, few difficulties prevent such a cooperative effort. A 4-4 system of education has been worked out between Alameda Beauty College and a neighboring high school. Cosmetology is an elective in the high school which is taken at the beauty college under standard regulations. Thus a girl can receive her high school diploma and state license at completion of the twelfth grade.

APPENDIX A

Distribution of Students According to the Amount Charged for Tuition and Fees in the Most Prominent Vocational Areas

(a) Business Schools - Alameda County

Number of Schools	Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
	Male	Female		
4	106	245	24 %	To $79
8	329	596	63 %	$ 80 - 109
1	1	25	2 %	$ 110 - 139
4	42	114	11 %	$ 140 - 175
Totals 17	478	980	100 %	

(b) Business Schools - Contra Costa County

Number of Schools	Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
	Male	Female		
1	0	21	15 %	To $79
2	15	101	85 %	$ 80 - 110
Totals 3	15	122	100 %	

Distribution of Students according to the Amount Charged for Tuition and Fees in the Most Prominent Vocational Areas (Continued)

(c) Cosmetology - Alameda County

Number of Schools	Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
	Male	Female		
3	6	164	19 %	$ 250 - 299
4	20	325	38 %	$ 300 - 349
3	25	254	31 %	$ 350 - 399
2	10	102	12 %	$ 400 - 450
Totals 12	61	845	100 %	

(d) Cosmetology - Contra Costa County

Number of Schools	Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
	Male	Female		
2	3	124	30 %	$ 250 - 299
3	0	240	58 %	$ 300 - 349
0	0	0	0	$ 350 - 399
1	4	46	12 %	$ 400 - 450
Totals 6	7	410	100 %	

Distribution of Students According to the Amount Charged for Tuition and Fees in the Most Prominent Vocational Areas (Continued)

(e) Flying Schools - Alameda County

Number of Schools		Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
		Male	Female		
Private License	2	87	8	20 %	$ 451 - 1,000
Commercial License		80	0	17 %	$2,750 - 3,500
Private License	2	200	14	45 %	$ 700 - $ 750
Commercial License		88	0	18 %	$3,500 - 4,000
Totals					
Private License	2	287	22	65 %	$ 700 - $1,000
Commercial License	2	168	0	35 %	$2,750 - $4,000
Totals	4	455	22	100 %	

(f) Flying Schools - Contra Costa County

Number of Schools		Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
		Male	Female		
Private License	1	87	9	74 %	$ 950 . . .
Commercial License		34	0	26 %	$ 3,100 . . .
Totals	1	121	9	100 %	

Distribution of Students According to the Amount Charged for Tuition and Fees in the Most Prominent Vocational Areas - (Continued)

(g) Medical Occupations Other than Registered Nursing - Alameda County

Number of Schools	Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
	Male	Female		
1	6	28	100 %	$ 200

(h) Medical Occupations Other than Registered Nursing - Contra Costa County

Number of Schools	Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
	Male	Female		
1	2	6	16 %	$ 200
2	0	41	84 %	$ 295
Totals 3	2	47	100 %	

Distribution of Students According to the Amount Charged for Tuition and Fees in the Most Prominent Vocational Areas - (Continued)

(i) Registered Nursing Schools - Alameda County

Number of Schools	Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
	Male	Female		
2	4	272	57 %	To $ 3,500
2	0	207	43 %	Over $ 3,500
Totals 4	4	479	100 %	

Contra Costa County has no nursing schools.

Distribution of Students according to the Amount Charged for Tuition and Fees in the Most Prominent Vocational Areas -(Continued)

(j) Real Estate Schools - Alameda County

Number of Schools	Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
	Male	Female		
1	30	3	11 %	$ 60 - 74
3	66	19	28 %	$ 75 - 84
3	102	53	52 %	$ 85 - 94
1	13	13	9 %	$ 150*
Totals 8	211	88	100 %	

*A highly specialized school.

(k) Real Estate Schools - Contra Costa County

Number of Schools	Enrollment		Percentage of Total Enrollment	Range of Tuition and Fees per Month
	Male	Female		
2	43	23	100 %	$ 85 - 94

APPENDIX B

Supplemental Summary Information about Respondent Schools

Business Schools -Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
The Academy of Business 2150 Franklin St. Oakland Telephone: 444-2286	Executive Secretarial	12 m	q	A 18	D	30	b 5	2	2
	Legal Secretarial	9 m	q	HS	D				
	Medical Secretarial	9 m	q	EE	D				
	Private Secretarial	9 m	q	EE	D				
	Commercial Stenography	7 m	q	EE	D				
	Junior Accountant	12 m	q	EE	D				
	Automation Accountant	7 m	q	EE	D				
	General Office Clerk	9 m	q	EE	D				
	Clerk Typist	7 m	q	EE	D				
	Selected Courses								
American Institute of Banking 1440 Broadway Oakland Telephone: 525-9306	Programs designed to advance and assist bank personnel	14 w	q	HS and PE	Letter	350	b 1	0	9

Business Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Armstrong College 2222 Harold Way Berkeley Telephone: 848-2500	Legal Secretarial	7 q	q	HS	AA	800	b 6	21	8
	Medical Secretarial	7 q	q	HS	AA				
	Private Secretarial	7 q	q	HS	AA				
	Graduate Secretarial	4 q	q	Rf	AA				
	Semiprofessional Accounting	6 q	q	Rf	AA				
	Semiprofessional Business Adm.	6 q	q	Rf	AA				
	Semiprofessional Secretarial Administration	6 q	q	Rf	AA				
Automation Institute 506 - 16th Street Latham Sq. Bldg. Oakland Telephone: 832-8797	Key Punch Operator	6 w	w	A 17	C	110	b 4	3	4
	Data Processing	18 w	w	HS and EE	C				
	Computer Programming	6 m	m		C				
	Systems Analysis	12 m	m		C				

Business Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Barclay Calculating Bureau 1440 Broadway Oakland Telephone: 451-5521	Business Machines	6 w	cont	EE	C	58	b 4	1	0
	Office Practice	2 w-6 w	cont	EE	C				
	Brush up	2 w plus	cont	EE	C				
Dickinson-Warren Secretarial School 312 Woolsey Bldg. 2168 Shattuck Ave. Berkeley Telephone: 843-1973	Medical Secretarial	14 m	q	A 16 HS and	D	47	b 1	2	1
	Professional Secretarial	7 m	q		D	38			
	Legal Secretarial	13 m	q		D				
	General Stenographer	5 m	q		D				
	Typing, Bookkeeping	3 m	q	EE	D				
Grice-Herring 22341 Redwood Rd. Hayward Telephone: 582-1904	Professional Secretarial	6 m	m	HS or GED	D	100	b 2	5	0
	Stenographic	4 m	m		D				
	General Secretarial	3 m	m		D				
	Bookkeeping	3 m	m		D				
	Business Machines	4 m	m		D				
	Clerk-Typist	2 m	m		D				
	I B M Key Punch Operator	3 m	m		D				

Business Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Heald's Business College 2148 Broadway Oakland Telephone: 444-0201	Executive Secretarial	5 q	6 w	HS	C	500	b 6	7	6
	Legal Secretarial	5 q	6 w	HS	C				
	Medical Secretarial	5 q	6 w	EE	C				
	Career Secretarial	4 q	6 w	EE	C				
	Basic Stenography	3 q	6 w	EE	D				
	Higher Accounting	6 q	6 w	EE	C				
	Career Accounting	4 q	6 w	EE	C				
	Full-charge Bookkeeping	3 q	6 w	EE	D				
	I B M Clerical	3 q	6 w	EE	D				
	Data Processing	6 q	6 w	EE	C				
	Basic Secretarial	2 q	6 w	EE	C				
	Basic Bookkeeper	2 q	6 w	EE	C				
	Business Machines Operator	2 q	6 w	EE	C				
	Clerk, Typist, Receptionist	2 q	6 w	EE	C				
	Adult Classes	Asg	6 w	Asg	C				

Business Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Holly Winters Placement Agency and School 1155 E. 14th St. San Leandro Telephone: 483-8700	Business Skills Shorthand and Bookkeeping Business Machines Brush up	3 m 6 m 3 m 1 m to 3 m	cont cont cont cont	HS and EE	Placed in Job	10	b 2	1	0
Market Training Institute of Business 1703 Broadway Oakland Telephone: 834-1253	Computer Program P B X Operator Girl Friday, Key Punch Grocery Clerk	6 m 4 m 3 m 2 m	w w w w	A 17 and Gr 8 and EE	C C C C	220	b 2	1	9
Oakland College of Dental Medical Assistants 388 17th Street Oakland Telephone: 832-6955	Dental Assisting Dental Lab Technicians (crown and bridge) Medical Accounting Nurse's Aide and Orderlies	4 m 12 m 7 m 2 m	m m m m	A 16 and HS	D D D D	200	b 2	4	1
Patricia Stevens Career and Finishing School 464 - 19th Street Oakland Telephone: 452-1779	Fashion Merchandising Modeling	12 m 3 m	cont cont	HS and EE	C C	300	b 4	5	0
Polly Priest Business College 1440 Broadway, Room 812 Oakland Telephone: 452-2063	Junior Stenographer Clerk Typist Advanced Specialty Brush up	417 hrs 248 hrs 50-200 hrs 20-60 hrs	cont cont cont cont	A 18 HS and EE and Rf	D D D	40	b 2	1	0

Business Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
School of Medical Assistants 237 Estrudillo Ave San Leandro Telephone: 483-0900	Medical Assisting	17 w	m	A 18 HS EE	C	2	b 4	1	5
Smith Business College, Inc. 22126 Mission Boulevard Hayward Telephone: 582-8988	Executive Secretarial	10 m	w	A 18 HS and EE	D	75	b 2	5	2
	Junior Secretarial	8 m	w		D				
	Stenographer	6 m	w		D				
	Clerk, Typist	4 m	w		D				
	Automation	100 hrs	w		D				
	Business Machines	3 m	w		D				
Victor Better Business Service 360 - 22nd Street Oakland Telephone: 832-4202	Complete Business Machines	13 w	cont	EE	D	150	b 2 and b 3	2	0
	I B M Key Punch	4 w	cont	EE	D				
	Comptometer Calculator	10 w	cont	EE	D				
Willis College of Business 327 - 19th Street Oakland Telephone: 451-0437	Stenographer	9 m	cont	HS or GED EE PE	D	60	b 1	2	1
	Private Secretarial	9 m	cont		D				
	Executive Secretarial	12 m	cont		D				
	Junior Accounting	12 m	cont		D				
	Clerk Typist	6 m	cont		D				

Semiprofessional Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Air Hansa Old Terminal Bldg. Oakland Airport Telephone: 632-0101	Private Pilot Training	60 hrs	cont	A 14 Gr 8 EE	Lc	90	Les	1	0
	Commercial Pilot Training	200 hrs	cont	ME	Lc		f 2		
California Airways 1164 W. 4th St. Hayward Telephone: 357-1995	Private Pilot Training	6 m	cont		Lc	75	Les	5	3
	Commercial Pilot Training	9 m	cont	A 17 EE	Lc		f 1		
	Helicopter Pilot Training			ME					
	Professional License	12 m	cont		Lc		f 6		
California Aviation Old Terminal Bldg. Oakland Telephone: 569-5885	Basic Ground School	75 hrs	cont	A 14	Lc	250	Les f 2	6	1
	Private Pilot License	54 hrs	2 w	A 14	Lc		f 4		
	Commercial Pilot License	160 hrs	2 w	HS EE	Lc		f 4		
	Flight Instructor Transport	160 hrs	2 w	ME	Lc		f 4		
	Professional Air Transport ROTC	160 hrs	2 w		Lc		f 4		
Career Aviation Academy 21927 Sky West Dr Hayward Telephone: 783-3900	Private Pilot License	100 hrs	cont	A 15	Lc	300	f 2	3	3
	Commercial Pilot License	200 hrs	cont		Lc		f 2		
	Flight Instructor	200 hrs	cont	EE and ME	Lc		f 5		
	Professional - Air Transport	200 hrs	cont		Lc		f 5		

Semiprofessional Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrnace Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Highland School of Nursing 1401 3. 21st St. Oakland Telephone: 534-8055 x-491	Registered Nurse's Training	11 q	y	A 17 EE HS ME Rf	RN	160	n 1	14	5
Kaiser School of Nursing 3451 Piedmont St. Oakland Telephone: 633-6121 x-665	Registered Nurse's Training	3 y	y	A 17 HS ME EE Rf	RN	173	n 1	20	5
Providence College of Nursing 390 Central Ave. Oakland Telephone: 832-0454	Registered Nurse's Training	3 y	y	A 17 HS 1 yr JC EE ME Rf	RN	118	n 2	13	3
Samuel Merrit Hospital School of Nursing 370 Hawthorn Ave. Oakland Telephone: 655-4000	Registered Nurse's Training	3 y	y	A 17 HS IQ EE ME Rf	RN	160	n 2	16	4

Semiprofessional Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Art Institute of Oakland Room 304-06 339 - 15th Street Oakland Telephone: 444-4221	Commercial Art	1 y	cont	A 18 EE	D	30		1	0
	Fashion Illustrator	2 y	cont		D				
California College of Arts and Crafts 5212 Broadway Oakland Telephone: 653-8198	Fine Arts	1 y -3 y	Sem	A 17 HS EE	C	1000	b 2	10	55
	Crafts	1 y -3 y	Sem		C				
	Design	1 y -3 y	Sem		C				
R. E. T. S. Electronics Schools, Inc. 1755 Broadway Oakland Telephone: 893-5013	Electronics Mechanic	18 m	Sem	A 17 *EE	D	200	b 2	4	0
	Machine Operator	6 m	Sem		D				
	Pre-vocational Training	6 m	Sem		D				
	Nurse's Aides	12 m	Sem		D				
	Cooks and Bakers	12 m	Sem		D				
	Welding	9 m	Sem		D				
	Agriculture, Mechanics	12 m	Sem		D				
	Pest Control	6 m	Sem		D				
Electronics Training School 4121 Broadway Oakland Telephone: 658-1114	Electronics Assembly	4 m	q	A 17 and EE	D	130	b 2	6	3
	Color T V	15 m	q		D				
	Electronics Mechanics	12 m	q		D				
	Electronics Technician	24 m	q		D				

*Must be a minimum of one-eighth Indian blood

Skilled Trades Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Coastal School of Deep Sea Diving 331 - 2nd Avenue Oakland Telephone: 444-4387	Deep Sea Diving and Underwater Technique, and Hazards and Occupational Diseases	457 hrs	cont	ME EE	D	40	b 5	2	0
General Motors Training School 1444 Marina Blvd. San Leandro Telephone: 357-7200	8 G M Specialists Updating	1/2w to 1 w	w	A 17 and G M Em-ployee	None	100	No Cost	8	0
	Apprenticeship	16 w	w		None				
Lewis School of Marine Engineering 1579 E. 38th St. Oakland Telephone: 534-5967	Marine Engineer License Preparation	6 w	cont	A 18 PE Sea Time	D	40	b 5	1	0
	Endorsement Preparation:								
	Electronics	6 w	cont		D				
	Fireman, Oiler	6 w	cont		D				
	Jr. Engineer	6 w	cont		D				
New York Technical School 737 - 16th St. Oakland Telephone: 444-3411	General Automotive Mechanics	1000 hrs	w	A 17 Gr 8 EE	D	200	b 5	3	1
	Auto Body and Fender	1000 hrs	w		D				

Other or Unclassified Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Crawford Studio 656 Arlington Ave. Berkeley Telephone: 848-7157	Self Improvement as it relates to: High School Radio Announcer Business Executive Real Estate People Teachers	9 w or more	cont	EE			b 2	1	0
Educational Services 1434 Leimert Blvd. Oakland Telephone: 261-4211	Supplemental Education in cooperation with HS Contract Education Technical Tutoring	3 m to 3 y 3 m to 3 y	cont cont	EE EE	Pass Exam Pass Exam	500	b 6	10	25
Laymen' School of Religion 2600 Dwight Way Berkeley Telephone: 849-4664	Religious Instruction Short Courses designed to meet interest and needs of lay clergy	3 - 6 w 3 - 6 w	Sem Sem	Reg-is-ter	Writ-ten Exam Some Exams	1000	b 1	1	25
Patten School of Religion 2433 Coolidge Ave. Oakland Telephone: 533-8300	Lay Minister Preparation for Christian Service	up to 2 y up to 2 y	Sem Sem	A 17 HS	D D	300	b 4	12	6

Personal and Protective Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Teaching Faculty	
								Full-Time	Part-Time
Alameda Beauty College 2318 Central Ave. Alameda Telephone: 523-7385	Cosmetology High School Arrangement	9 m	cont	17 Gr 10	St. Exam	40	c 1	2	0
Albany Athena Beauty College 836 San Pablo Ave. Albany Telephone: 524-3541	Cosmetology Teacher Training Beauty Culture	9 m	cont	A 17 Gr 10	St. Exam	80	c 2	4	0
Berkeley Athena Beauty College 2484 Shattuck Ave. Berkeley Telephone: 841-7484	Cosmetology Teacher Training Beauty Culture	9 m	cont	A 17 Gr 10	St. Exam	90	c 2	4	1
Beauty College of San Leandro 1332-34 E. 14th St. San Leandro Telephone: 483-1024	Cosmetology Advanced Hair Styling	9 m	cont	A 17 Gr 10	St. Exam	100	c 1	4	0
Berkeley Bartending School Berkeley Telephone: 848-7157	Bartending	6 w	w	* A 21	C	20	b 4	1	0

*Personality Requirements

Personal and Protective Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
California Training School 1440 Broadway Oakland Telephone: 451-6612	Nurse's Aides and Orderlies	13-15w	m	A 17 EE	C	40	b 5	5	0
Centerville Beauty College 4149 Peralta Blvd. Fremont Telephone: 797-7318	Cosmetology	9 m	w	A 17 Gr10	St. Exam	50	c 1	2	1
Charm Beauty College, Inc. 510 - 17th Street Oakland Telephone: 893-2489	Cosmetology Specialty, Hair Straightening Takes foreign students	9 m	cont	A17 Gr 9	St. Exam	200	c 2	5	0
Don's Beauty School 517 - 14th Street Oakland Telephone: 452-2474	Cosmetology	9 m	cont	A17 Gr10	St. Exam	85	c 3	6	0
Don's Beauty School 966 B Street Hayward Telephone: 582-5688	Cosmetology	9 m	m	A17 Gr10	St. Exam	80	c 4	4	0
Famous School of Beauty Culture 1147 B Street Hayward Telephone: 537-6761	Cosmetology	9 m	cont	A17 Gr10	St. Exam	125	c 3	6	0

Personal and Protective Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Hayward Beauty School* 22641 Main Street Hayward Telephone: 537-2005	Cosmetology	9 m	cont	A17 Gr10	St. Exam	*	*	*	*
John Robert Powers School 387 Grand Avenue Oakland Telephone: 444-8457	Professional Modeling Techniques	8 m	cont	A17 Gr10	C	40	c 1	2	0
Lee Ann Beauty Academy 484 - 12th Street Oakland Telephone: 893-2154	Cosmetology	9 m	cont	A17 Gr10	St. Exam	200	c 2	4	1
Marinello School of Beauty 474 - 13th Street Oakland Telephone: 444-9708	Cosmetology	9 m	w	A17 Gr10	St. Exam	50	c 4	3	2
Milady's Beauty College 2300 Broadway Oakland Telephone: 832-8628	Cosmetology	9 m	cont	A17 Gr10	St. Exam	165	c 3	4	3
Moler's Barber College 915 Broadway Oakland Telephone: 832-3073	Barbering	7½ m	cont	A17½ Gr 9	D	66	c 3	3	0
	Advanced Hair Styling	3 m	cont	A17½ Gr 9	D		b 4		

*Information not given

Personal and Protective Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capaci	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
North Berkeley Beauty College 1894 Solano Ave. Berkeley Telephone: 526-9970	Cosmetology Teachers of Beauty Culture Night Classes	9 m	m	A17 Gr10	St. Exam	60	c 1	4	0
Oakland College of Medical Assistants 388 - 17th Street Oakland Telephone: 832-6955	Dental Assisting	4 m	m	A16 HS	D	200	b 2	4	0
	Dental Lab Tech. Crown and Bridge	12 m	m	A16 HS	D				
	Medical Assisting	7 m	m	A16 HS					
	Nurse's Aides, Orderlies	2 m	m	A16 HS					
Patricia Stevens Career and Finishing School 464 - 19th Street Oakland Telephone: 452-1779	Professional Modeling	1 y	q	A12	C	300	b 1	5	0
Peace Officer Training and Publishing Service 6635 Bancroft Ave. Oakland Telephone: 638-8385	Preparation for Civil Service Exam in Law Enforecement	6 - 7 m	cont	A21 HS		500	c 2	3	0
	Preparation for Criminal Investigation Board	6 - 7 m	cont	A21 HS			c 1		
Roberto's Fremont College of Beauty 41900 Fremont Boulevard Fremont Telephone: 656-2996	Cosmetology	9 m	m	A17 Gr10	St. Exam	100	c 4	4	0

Specialized Industrial Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Anthony Schools 3226 Grand Avenue Oakland Telephone: 451-6822	Legal Secretary General Contractor Licensed Engineering Contractor Licensed Real Estate Salesman Real Estate Broker	24 w 7 w 7 w 8 w 8 w	cont	PE	Lc	300	c 3 r 2 r 2 r 2 r 2	1	3
Anthony Schools 1024 B Street Hayward Telephone: 451-6822	Real Estate Salesman	8 w	cont	none	Lc	40	r 2	1	0
Aron Institute 1735 Grove Street Berkeley Telephone: 549-1184	Preparation Contractor's License State Insurance Examination	4 w 8 w	cont	none	Lc	25	r 1	1	0
Chamberlin School of Real Estate 21124 Mission Blvd Hayward Telephone: 537-2840	Real Estate Salesman	5-10 w	cont	none	Lc	30	r 1	1	0
H & R Block 4146 Telegraph Ave. Oakland Telephone: 652-097	Tax Consultant Advanced Course	7 w 2 w	Oct & Dec	none	Lc	36	r 1	1	0
H & R Block 725 E. 14th San Leandro Telephone: 632-8442	Tax Consultant Advanced Course	7 w 2 w	Oct & Dec	none	Lc	60	r 1	1	0

Specialized Industrial Schools - Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Market Training School 3808 E. 14th St. Oakland Telephone: 536-2319	Self Service Cashier	4 w	w	none	C	50	b 5	2	0
Mary E. Fisher Real Estate School 1735 Grove Street Berkeley Telephone: 845-3201	Real Estate Sales Property Appraisal	7 w	cont	none	Lc	40	r 2	1	0
Oakland School of Real Estate 4141 MacArthur Boulevard Oakland Telephone: 533-1404	Real Estate Sales	7 w	cont	none	Lc	50	r 3	1	0
Ray Smith Institute of Professional Real Estate Selling 3333 Grand Avenue Oakland Telephone: 893-2964	Real Estate Selling	9 w	cont	Real Est. Lc.	D	40	b 4	1	0
Real Estate School 3226 Fruitvale Ave. Oakland Telephone: 539-7271	Real Estate Sales Real Estate Broker	8 w 8 w	m	none	Lc	40	r 2	1	1

Parochial Schools -Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Anna Head School 4315 Lincoln Ave. Oakland Telephone: 261-0688	College Preparatory	Gr 9-12	y	Gr 8 Rf	D	350	p 5	33	1
Bishop O'Dowd H.S. 9500 Stearns Ave. Oakland Telephone: 638-6555	College Preparatory Business Courses	Gr 9-12	y	Gr 8 EE Rf	D	1200	p 1	46	3
California Concordia College 6325 Camden St. Oakland Telephone: 569-5855	Ministerial Preparation General College Preparatory	Gr. 9-14 Gr. 9-12	y	EE Gr 8	D	300	p 3	16	1
Golden Gate Academy 3800 Mountain Blvd. Oakland Telephone: 531-0110	College Preparatory Wood, Print, Photography	Gr. 1-12	y	A 6 EE	D	400	Elem. p 1 HS p 4	8 14	0 0
Holy Names High School 4660 Harbord Dr. Oakland Telephone: 655-1716	College Preparatory Commercial Courses	Gr. 9-12	y	Gr 8	D	375	p 2	26	7
John F. Kennedy School 505 16th Avenue Oakland Telephone: 569-1842	Halfway House General Preparation	un-graded	cont	Gr 8 drop out break out	HS Credit	75	0	3	3

Parochial Schools -Alameda County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Patten School of Religion 2433 Coolidge Ave. Oakland Telephone: 533-8300	College Preparatory	Gr K-12	y	A 4½ EE	D	300	Elem. p 2 HS p 4	12	8
Presentation HS 2111 Jefferson Ave Berkeley Telephone: 845-6724	College Preparatory Commercial Courses	Gr 9-12	y	Gr 8 EE	D	360	p 2	17	3
St. Elizabeth HS 1530 -34th Ave. Oakland Telephone: 532-8947	College Preparatory Business Preparation	Gr 9-12	y	Gr 8 EE	D	950	p 1	40	3
St. Joseph HS 1119 Lafayette St. Alameda Telephone: 523-5283	College Preparatory	Gr 9-12	y	Gr 8 Rf EE	D	320	p 1	14	1
St. Joseph Notre Dame 1011 Chestnut St. Alameda Telephone: 523-1526	College Preparatory Secretarial, Commercial Courses	Gr 9-12 Gr 9-12	y	Gr 8 Rf EE Gr 8 Rf EE	D D	320 700	p 2 p 2	17 28	2 7
St. Mary's College High School Hopkins & Albina Berkeley Telephone: 526-9242	College Preparatory	Gr 9-12	y	Gr 8 EE	D				
Moreau High School 27160 Mission Boulevard P.O. Box 3707 Hayward	College Preparatory	Gr 9-12	y	Gr 8 Rf EE	D				

Business Schools - Contra Costa County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Diablo Business School 1513 N. Main St. Telephone: 935-2400	Secretarial Training Clerk/Typist Brush Up	6 m 4 m	q m	A 17 HS EE Rf 	C C	25	b 1	1	0
Linton Business School 9959 San Pablo Avenue El Cerrito Telephone: 526-2014	Administrative Secretary Bookkeeping Advanced Accounting Stenographer Clerk typist	6 m 6 m 6 m 4 m 3 m	cont	EE	D	100	b 2	4	1

Other Non-Classified Schools - Contra Costa County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Full-Time	Part-Time
Educational Services 23K Orinda Way Orinda Telephone: 254-4297	Supplements High School Contract Education on request	2 m to 3 y	cont	A 6 EE		60	per hr	1	5

Semi-Professional Schools - Contra Costa County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Technical Training International, Inc. 1667 N. Main St. Walnut Creek Telephone: 939-3047	Basic Electronics Repair Industrial Technician	24 m	cont	A 17 EE	D	1000	b 1	1	12
	Basic Diesel Stationary, Industrial, Agricultural	18 m							
General Air Service, Incorporated Buchanan Field Concord Telephone: 685-6822	Private Pilot Training	3 m	cont	A 16 Gr 8 EE	FAA	300	f 3	3	2
	Commercial Pilot	12 m			Lc		f 4		
	Flight Instructor	6 m			Lc				
	Instrument Course	6 m			Lc				
	Multi-engineer	2 m			Lc				

Personal and Protective Schools - Contra Costa County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Athena Concord Beauty College 2149 Salvio Street Concord Telephone: 682-4223	Cosmetology Teacher of Beauty Culture	9 m	cont	A 17 Gr10	Lc	90	c 2	4	1
Athena Richmond Beauty College 1401 MacDonald Ave. Richmond Telephone: 841-7484	Cosmetology Teacher of Beauty Culture	9 m	cont	A 17 Gr10	Lc	80	c 2	4	0
Athena Walnut Creek Beauty College 1387 Locust Street Walnut Creek Telephone: 935-6160	Cosmetology Teacher of Beauty Culture	9 m	cont	A 17 Gr10	Lc	80	c 2	4	0
Career School 653 23rd Street Richmond Telephone: 235-1829	Practical Nursing Hotel Management Civil Service Preparation	4½m 4 m	cont	-	C	128	c 1	1	1
Carlson Convalescent Hospital 3230 Carlson Blvd. El Cerrito Telephone: 525-5005	Nurse's Aides	4 - 6 m	cont	HS A 18 (married) A 20 (single)	C	10	c 1	0	10
Paris Beauty College 1827 Willow Pass Rd. Concord Telephone: 685-7600	Cosmetology	9 m	every 6 w	A17½ Gr10	Lc	80	c 1	7	1
Physical Therapist School 235 25th Street Richmond Telephone: 234-2583	Physical Therapy Aides	12 w	w	EE	C	10	b 5	2	0

Specialized Industrial Schools - Contra Costa County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Aaron Block Associates 2990 N. Main St. Walnut Creek Telephone: 932-2612	Tax Consultants Advanced Accounting	13 w 13 w	q q	none none	C C	50	r 5	3	0
Bea Larson Real Estate School 441 Wilson Avenue Richmond Telephone: 235-0845	Real Estate Sales Law Real Estate Broker	6 w 13 w	q q	none none	Lc Lc	40	r 3	2	0
Graham School of Real Estate 1638 N. Main St. Walnut Creek Telephone: 932-1769	Real Estate Sales Law Real Estate Broker	8 w 9 w	cont cont	none none	Lc Lc	150	r 3 r 4	1	1
Market Training School 1342 Galindo Ave. Concord Telephone: 689-4699	Cashier	6 w	w	none	C	30		1	0

Parochial Schools- Contra Costa County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Carondelet High School 1133 Winton Drive Concord Telephone: 686-5353	College Preparatory Vocational Courses Commercial Home Making	Gr 9-12 Gr 9-10	y	Gr 8 EE	D	800	p 1	12	1
Christian Academy of Walnut Creek 2336 Buena Vista Walnut Creek Telephone: 935-1587	College Preparatory Commercial Courses	Gr 1-11	y	Gr 8 EE	D	300	p 2	12	2
De La Salle High School 1130 Winton Drive Concord Telephone: 686-3310	College Preparatory Commercial Courses	Gr 9-12 Gr 9-10	y	Gr 8 EE	D	800	p 1	7	5
John F. Kennedy University 1124 Ferry Martinez Telephone: 228-6770	Mostly academic and professional training								

Parochial Schools - Contra Costa County	Main Offerings	Length of Course	Enrollment Periods	Entrance Requirements	Award Upon Completion	School Capacity	Cost of Program	Faculty Teaching	
								Full-Time	Part-Time
Pleasant Hill Junior Academy 796 Grayson Road Pleasant Hill Telephone: 934-9261	Elementary Junior Secondary College Preparatory	Gr 1-10	y						
Salesian High School 2851 Salesian Boulevard Richmond Telephone: 234-4433	College Preparatory Commercial Courses	Gr 9-12	y	Gr 8 EE	D	400	p 1	19	5
The Athenian School Star Route Danville Telephone: 837-5375	College Preparatory	Gr 9-12	y						
Western Baptist Bible College 1800 Elm Street El Cerrito Telephone: 525-5414	Religious Training Laymen Preparation Courses	1-3 y	Sem.	HS	C	500	per unit		

Legend

Abbreviations*

A	Age, minimum age	JC	Junior College
AA	Associate in Arts	Lc	License
Adm.	Administration, Administrative	Les	Lesson
asg	To be assigned	M	Male
Asst	Assistant	m	Month, Monthly
Bus.	Business	ME	Medical Examination
C	Certificate	PE	Previous Experience
cont	Continuous	Ph	Physical
D	Diploma	prog	Program
EE	Entrance Examination	q	Quarter, Quarterly
F	Female	Rf	Reference
GED	General Education Certificate	RN	Registered Nurse
Gr	Grade	Sem	Semester
hr	Hour, Hourly	St	State
HS	High School	w	Week, Weekly
		y, yr	Year, Yearly

*The initial descriptive details of Main Offering of each individual school apply to each succeeding offering listed for that school the same as if repeated, except where otherwise shown.

Code of Costs

Type of School	Code	Cost Range	Unit of Time
Aides	a 1	$ 200	per program
	a 2	295	per program
Business	b 1	$ To - 79	per month
	b 2	80 - 109	per month
	b 3	110 - 139	per month
	b 4	140 - 174	per month
	b 5	175 - 239	per quarter
	b 6	240 - 260	per quarter
Cosmetology	c 1	$ 250 - 299	per program
	c 2	300 - 349	per program
	c 3	350 - 399	per program
	c 4	400 - 450	per program
Flying School	f 1	$ 700 - 749	per program
	f 2	750 - 899	per program
	f 3	900 - 1,000	per program
	f 4	2,750 - 3,499	per program
	f 5	3,500 - 3,999	per program
	f 6	4,000 - 5,500	per program

Code of Costs (Continued)

Type of School	Code	Cost Range	Unit of Time
Parochial Schools	p 1	$ To - 249	per program
	p 2	250 - 349	per program
	p 3	350 - 499	per program
	p 4	500 - 749	per program
	p 5	750 - 1,000	per program
Real Estate	r 1	$ 60 - 74	per program
	r 2	75 - 84	per program
	r 3	85 - 94	per program
	r 4	95 - 150	per program
	r 5	150 - 300	per program
Registered Nurse	n 1	$ To - 3,500	per program
	n 2	3,500 - and up	per program